

ELL CO-OP PLC WIDA/GSE Alignment Project

Writing

Structures of Language

Applying Understanding of Sentences, Paragraphs, Text Structures (SL)

W:SL:1: Students demonstrate command of the structures of sentences, paragraphs, and text by ...

W:SL:4:1.1	Writing a variety of complete simple and compound sentences.
Level 1 Entering	Copy sentences created by the teacher in response to <i>Who?</i> and <i>What?</i> questions about a picture (e.g., teacher shows picture of boy running; student asks <i>Who is that?</i> ; teacher writes the answer and student copies; it student asks <i>What's he doing?</i> ; teacher writes the answer; student copies).
Level 2 Beginning	Produce short sentences with subject and predicate in response to a picture of an action; then write the sentence with teacher support (e.g., a sentence frame).
Level 3 Developing	Write simple sentences describing actions in two pictures and combine them with a conjunction to form a compound sentence.
Level 4 Expanding	Convert information from a graphic organizer into complete simple and compound sentences.
Level 5 Bridging	Write examples of simple and compound sentences; then exchange papers with a partner and identify and discuss whether a sentence is simple or compound.

W:SL:4:1.2	Using the paragraph form: indenting, main idea, supporting details
Level 1 Entering	Sequence pictures and match them with very simple sentence strips with teacher support; then arrange the sentence strips into paragraph form and copy the paragraph, with indentation.
Level 2 Beginning	Sequence pictures and orally compose very simple sentences describing the pictures, using a word bank with a partner; then write the sentences using correct paragraph form.
Level 3 Developing	Compose a simple paragraph with main idea and supporting details, using a graphic organizer previously completed by the whole class, with a partner.
Level 4 Expanding	Write a paragraph including a main idea and supporting details, independently, after completing a graphic organizer with a partner.
Level 5 Bridging	Write a paragraph including a main idea and supporting details, independently,

Reading Connection

Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text (RC:1)

W:RC:1: In response to literary or informational text, students show understanding of plot/ideas/concepts by ...

W:RC:4:1.1 a	Selecting appropriate information to set context
Level 1 Entering	Draw a picture of the setting of a picture book presented by the teacher.
Level 2	Draw and label a picture of the setting of a picture book presented by the teacher.

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Beginning	
Level 3 Developing	Write simple sentences describing the setting (where and when) of a leveled text, using a word bank (e.g., <i>olden days</i> , <i>once upon a time</i> , <i>in the forest</i> , <i>in 2300</i>).
Level 4 Expanding	Write a short description of the setting (where and when) of a leveled text, using quotes from or paraphrases of the text, with a partner.
Level 5 Bridging	Write a short description of the setting (where and when) of a leveled text, using quotes from or paraphrases of the text.

W:RC:4:1.3	Connecting what has been read (plot/ideas/concepts) to prior knowledge, which might include other texts.
Level 1 Entering	Choose an aspect of an illustrated book that has been read aloud by the teacher (e.g., character, setting, item of information), and draw a picture relating it to life in the student's country of origin or the United States.
Level 2 Beginning	List similarities between two picture books that have been read aloud, using a Venn diagram to compare similarities and differences.
Level 3 Developing	Complete a graphic organizer comparing a leveled text that has just been read with a previously read leveled text, with a partner.
Level 4 Expanding	Identify a character the student identifies with and share it with the group; then write a short paragraph telling how the student is the same as or different from the character.
Level 5 Bridging	Write a paragraph telling how a text relates to the student's life.

Reading Connection Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text (RC:2)

W:RC:2: In response to literary or informational text read aloud, students make and support analytical judgments about text by ...

W:RC:4:2.1	Stating and maintaining a focus (purpose) when responding to a given question.
Level 1 Entering	Respond to a given question about a leveled text by choosing from three pictures the one that clearly shows an appropriate focus for the answer.
Level 2 Beginning	Respond to a given question about a leveled text by choosing from three simple responses the one that states and maintains a focus.
Level 3 Developing	Discuss an appropriate response to a given question about a previously-read text in a small group, and take notes about the focus of the response.
Level 4 Expanding	Discuss a response to a given question about a previously-read text with a partner; then together write the first paragraph of a response that states and maintains a focus.
Level 5 Bridging	State and maintain a focus when writing a personal opinion in answer to a question about a text that has been read aloud.

W:RC:4:2.2	Making inferences about the relationship(s) among content, events, characters, setting, or common themes. EXAMPLE (of theme): honesty isn't always easy
Level 1 Entering	Label characters, settings, and events from a leveled picture book that has been read and discussed, using an illustrated word bank.
Level 2 Beginning	Sort word cards of characters, events, and setting from a leveled text; then in a small group, orally compose sentences showing relationships among the cards;

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	write the sentences individually.
Level 3 Developing	Compose oral sentences making inferences about characters, events, and/or settings from a leveled text (e.g., in a story about rescuing a dog from a bully, students can infer that the bully will hurt the dog), in a small group; then write one of the sentences individually.
Level 4 Expanding	Write sentences making an inference about character, events, and/or setting from a leveled text, with a partner.
Level 5 Bridging	Write a paragraph, independently but after group discussion, making an inference about character, events, and/or setting from a text, with supporting details.

W:RC:4: 2.3	Using specific details and references to text to support focus.
Level 1 Entering	Draw pictures of specific details to support the answer to a focus question, with teacher support, after listening to a leveled illustrated text read aloud.
Level 2 Beginning	Find and list specific details and/or references, in a small group, to support the answer to a focus question, after listening to a leveled text read aloud.
Level 3 Developing	Discuss with a partner the answer to a focus question about a leveled text that has been read aloud, using specific details and/or references to the text; then write a sentence individually, to answer the question.
Level 4 Expanding	Write a response to a focus question about a leveled text that has been read aloud, citing specific details, after small group discussion.
Level 5 Bridging	Write a response to a focus question about a text that has been read aloud, citing specific details and/or references.

W:RC:4: 2.4	Organizing ideas, using transition words/phrases and writing a conclusion.
Level 1 Entering	Label pictures <i>first</i> and <i>last</i> in a given story sequence.
Level 2 Beginning	Arrange short sentences from a leveled text that has been read aloud in order; then add transition words from a word bank.
Level 3 Developing	Write a series of short sentences using cause/effect and transition words (<i>because, if-then; first, next, finally</i>) from a word bank, with a partner.
Level 4 Expanding	Write a paragraph that summarizes a book that has been read aloud, including transition words and phrases from a word bank.
Level 5 Bridging	Write your own conclusion to a response to a text that has been previously read.

Expressive Writing Narrative Writing – Creating a Story Line and Applying Narrative Strategies (EW:1)

W:EW:1: In written narratives, students organize and relate a story line/plot/series of events by...

W:EW:4: 1.1	Creating a clear, understandable story line with a beginning, middle, and end.
Level 1 Entering	Draw and label pictures showing beginning, middle, and end, after listening to a leveled text read aloud.
Level 2 Beginning	Produce a story with beginning, middle, and end by drawing at least five sequenced pictures and writing a short simple sentence for each, with a partner.
Level 3 Developing	Draw and label a storyboard to sequence events, with a partner; then revise to add details.

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Level 4 Expanding	Complete a graphic organizer to sequence events for a story with beginning, middle, and end, independently.
Level 5 Bridging	Complete a graphic organizer to show the beginning, middle, and end of a story, independently; then write the story, using sequence and transition vocabulary.

W:EW:4.1:2	Establishing a problem and solution.
Level 1 Entering	Draw a picture that is a solution to an illustrated problem.
Level 2 Beginning	Draw a six-picture storyboard to represent an illustrated problem; then use the storyboard to describe the problem, events, and solution, with a partner.
Level 3 Developing	Use a graphic organizer to establish a problem, events, and solution of a story, in a small group; then create a six-picture storyboard and write a sequence of sentences to describe the problem, events, and solution.
Level 4 Expanding	Use a graphic organizer to establish a problem, events, and solution, in a small group; then write the story independently.
Level 5 Bridging	Write a narrative by creating a setting, character, and conflict.

Expressive Writing Narrative – Applying Narrative Strategies (EW:2)

W:EW:2: Students demonstrate use of narrative strategies by...

W:EW:4.2.1	Using relevant and descriptive details.
Level 1 Entering	Describe a character or setting by matching labeled adjective picture cards to story board drawings, with a partner.
Level 2 Beginning	Write short phrases or sentences describing pictures (e.g., for a picture of a brown cat, student writes <i>the brown cat</i>), using a word bank.
Level 3 Developing	Expand a narrative written in cloze form to include descriptive details, with a partner (e.g., <i>The _____, _____ cat likes to _____ and _____.</i>).
Level 4 Expanding	Revise a narrative by adding sensory details that have been developed in a small group using a graphic organizer.
Level 5 Entering	Create a narrative that includes relevant and descriptive details, with a peer editor.

W:EW:4.2.3a	Identifying characters.
Level 1 Entering	Illustrate the characters from a leveled story read aloud.
Level 2 Beginning	Name a character from a leveled story that has been read aloud, and write one detail about the character
Level 3 Developing	Develop a web about a character, showing traits and relationships, with a partner.
Level 4 Expanding	Develop a web about a character, showing traits and relationships, in a small group; then independently write a paragraph describing the character.
Level 5 Bridging	Create a written narrative including multiple characters.

Informational Writing

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Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information (IW:1)

W:IW:1 In informational writing (reports or procedures), students organize ideas/concepts by ...

W:IW:4: 1.1	Grouping ideas logically (e.g., predictable categories, steps of a procedure, reasons/arguments).
Level 1 Entering	Organize picture cards or illustrations based on given categories provided by the teacher, with a partner.
Level 2 Beginning	Categorize pictures into predictable categories and label categories, using a word bank in a small group.
Level 3 Developing	Write short phrases to organize ideas/concepts using a graphic organizer template created by the teacher, in small groups.
Level 4 Expanding	Summarize information from a graphic organizer to construct a paragraph, independently.
Level 5 Bridging	Write a short piece of informational text, with the ideas grouped logically according to the purpose of the text.

W:IW:4: 1.2a	Writing an introduction that sets the context (including materials list in procedures).
Level 1 Entering	Draw pictures representing information from a simple graphic organizer.
Level 2 Beginning	Choose words from a word bank to complete an introductory cloze paragraph, in pairs.
Level 3 Developing	Sequence sentence strips and rewrite the sentences for an introductory paragraph, in a small group.
Level 4 Expanding	Write an introductory paragraph using information from a completed graphic organizer.
Level 5 Bridging	Draft an introductory paragraph for an essay that contains only the body and conclusion.

W:IW:4: 1.3a	Using transition words or phrases.
Level 1 Entering	Match transition words with the appropriate drawing in a sequence (e.g., <i>first, next, then, finally</i>).
Level 2 Beginning	Produce appropriate transition words to complete a cloze paragraph, using a word bank.
Level 3 Developing	Write sentences using transition words and phrases supplied by the teacher, in an independent writing activity.
Level 4 Expanding	Write a paragraph using student-chosen transition words and phrases from a word bank.
Level 5 Bridging	Edit and revise writing for proper use of transition words.

W:IW:4: 1.4	Writing a conclusion.
Level 1 Entering	Draw pictures representing a conclusion based on information from a graphic organizer.
Level 2 Beginning	Choose words from a word bank to complete a concluding cloze paragraph, with a partner.
Level 3 Developing	Sequence sentence strips that form a concluding paragraph, and rewrite them in paragraph form.

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Level 4 Expanding	Create and discuss a graphic organizer showing the topics from a previously read text, in a small group; then write a concluding paragraph independently.
Level 5 Bridging	Draft a concluding paragraph for an essay that contains only the introduction and the body.

Informational Writing Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information (IW:2)

W:IW:2: In informational writing (reports or procedures only), students effectively convey purpose by ...

W:IW:4: 2.1	Establishing a topic.
Level 1 Entering	Draw and write a one-word label for an appropriate topic that relates to a theme presented by the teacher, using a word bank (e.g., teacher gives the theme <i>Animals in New Hampshire</i> ; student draws and labels a moose).
Level 2 Beginning	Write a simple sentence to establish an appropriate topic that relates to a theme presented by the teacher, using a sentence frame (e.g., teacher gives the theme <i>Animals in New Hampshire</i> ; student writes <i>There are _____ in New Hampshire</i>).
Level 3 Developing	Generate a list of topics related to a theme suggested by the teacher (e.g., for the theme <i>Animals in New Hampshire</i> , lists could include <i>skunk</i> , <i>white-tailed deer</i> , etc.).
Level 4 Expanding	Complete a graphic organizer about a topic that relates to a theme presented by the teacher, in a small group (e.g., teacher gives the theme <i>Animals in New Hampshire</i> ; students complete a web showing what they know about beavers).
Level 5 Bridging	Write a topic sentence that establishes a topic related to a theme presented by the teacher, using a previously completed graphic organizer (as described in Level 4).

W:IW:4: 2.2	Stating and maintaining a focus/controlling idea on a topic.
Level 1 Entering	Choose and illustrate a focus/controlling idea on a topic (e.g., for the topic <i>Moose in New Hampshire</i> , draw ways in which moose help the state, such as attracting hunters and tourists).
Level 2 Beginning	Complete a graphic organizer, with a partner, using short phrases stating the focus on a particular topic (e.g., for <i>Skunks in New Hampshire</i> , complete a two-column chart showing good and bad features of skunks, such as <i>eat insects</i> and <i>smell bad</i>).
Level 3 Developing	Use a completed graphic organizer to write simple sentences stating the focus on a topic (e.g., expand the ideas in the graphic organizer in Level 2 into simple sentences), with a partner.
Level 4 Expanding	Use a completed graphic organizer to write sentences stating and maintaining the focus on a topic (e.g., expand the ideas in the graphic organizer in Level 2 into simple sentences).
Level 5 Bridging	Write a short paragraph that states and maintains the focus/controlling idea on a topic.

Informational Writing Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies (IW:3)

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W:IW:3 In informational writing (reports or procedures only), students demonstrate use of a range of elaboration strategies by ...

W:IW:4: 3.1	Using facts and details relevant to focus/controlling idea.
Level 1 Entering	Draw pictures that show the important facts and details for a given procedure (e.g., a science experiment).
Level 2 Beginning	Write short captions for pictures that show the important facts and details for a given procedure (e.g., a science experiment), using a word bank.
Level 3 Developing	Write simple sentences about facts and details for a given procedure (e.g., based on pictures describing how to make a volcano, student writes, <i>I added baking soda to the mixture. It exploded</i>), with a partner.
Level 4 Expanding	Write a variety of sentences about facts and details for a given procedure (e.g., based on pictures describing how to make a volcano, student writes, <i>I added baking soda to the mixture and it exploded</i>), with a partner.
Level 5 Bridging	Write a detailed report that explains a given procedure with enough facts and details so another person could replicate the procedure.

W:IW:4: 3.2	Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, using visual images.
Level 1 Entering	Draw or find pictures and choose words from a word bank to provide details about a chosen topic, with a partner.
Level 2 Beginning	Generate a KWL (Know / Want to Know / Learned) chart for a given topic, with a partner.
Level 3 Developing	Write simple sentences to provide facts or details about a chosen topic, using illustrated leveled text (e.g., after reading an illustrated book describing the Day of the Dead celebration in Mexico, student writes <i>We use sugar to make candy skulls</i>).
Level 4 Expanding	Make a list of details or facts about a given topic, with a partner; then individually choose appropriate details and write complete sentences about them.
Level 5 Bridging	Write a detailed report that includes adequate depth of information for a chosen topic.

Writing Conventions – Applying Rules of Grammar, Usage, and Mechanics (C)

W:C:1: In independent writing, students demonstrate command of appropriate English conventions by ...

W:C:4: 1.1:	Identifying grammatical errors, when given examples. EXAMPLES: he don't; Him and me went
Level 1 Entering	Sort pronoun/verb cards (e.g., <i>I play, you plays</i> , etc.) into <i>Correct</i> and <i>Incorrect</i> groups, with a partner.
Level 2 Beginning	Produce correct pronoun/verb combinations based on a given picture (e.g., based on a picture of a boy eating dinner, student says <i>He eats.</i>); then compare with a partner and revise as necessary.
Level 3 Developing	Ask and answer questions based on illustrations, with a partner, using correct subject/verb agreement and correcting each other as necessary (e.g., <i>What is she doing? She is eating breakfast</i>).
Level 4 Expanding	Write questions and answers based on illustrations, with a partner, using correct subject/verb agreement and correcting each other as necessary.

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Level 5 Bridging	Revise a paragraph for grammatical errors (e.g., subject/verb agreement, verb tenses, correct article usage, etc.).
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W:C:4: 1.2	Applying basic capitalization rules. EXAMPLES: names, beginning sentences, proper nouns, titles
Level 1 Entering	Highlight capital letters in a given sentence.
Level 2 Beginning	Circle capital letters in simple sentences created by the teacher; then use short phrases to explain to a partner why each is capitalized (e.g., <i>first letter, name of city, etc.</i>).
Level 3 Developing	Edit an incorrectly written sentence to demonstrate correct use of capital letters, individually.
Level 4 Expanding	Revise a paragraph to show correct use of capital letters.
Level 5 Bridging	Write an original paragraph using capital letters correctly.

W:C:4: 1.3	Using commas correctly in dates and in a series. (Note: either form is correct: <i>x, y, and z</i> or <i>x, y and z</i>)
Level 1 Entering	Copy dates from a calendar, using correct punctuation, with a partner.
Level 2 Beginning	Write a phrase telling what the pictures are in a series of pictures of known objects, using correct punctuation, with a partner.
Level 3 Developing	Write dates and series without punctuation; trade papers with a partner and insert the correct punctuation; then discuss the rules for using commas in dates and series.
Level 4 Expanding	Edit a paragraph that contains dates and series for appropriate punctuation, using a list of punctuation rules with examples.
Level 5 Bridging	Use commas correctly in dates and in a series in a written paragraph telling what the student did on certain dates.

W:C:4: 1.4	Using <i>end</i> punctuation correctly in a variety of sentence structures.
Level 1 Entering	Identify end punctuation in leveled text by pointing to appropriate punctuation marks when the teacher says their names.
Level 2 Beginning	Name the appropriate end punctuation for illustrated sentences, by holding up a card with a period, question mark, or exclamation point on it and naming the punctuation mark.
Level 3 Developing	Apply correct end punctuation to given sentence strips.
Level 4 Expanding	Identify which types of end punctuation to use in illustrated cloze passages.
Level 5 Bridging	Create writing pieces using correct end punctuation.

W:C:4: 1.5	Correctly spelling grade-appropriate, high-frequency words and recognizing syllables and affix patterns/rules that are characteristic of the English spelling system. EXAMPLES: consonant doubling, change y to i, drop silent e, spelling rules for affixes
Level 1 Entering	Locate and copy known high-frequency words in a leveled text.
Level 2	Write known high-frequency words correctly when dictated by the teacher.

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Beginning	
Level 3 Developing	Spell known high-frequency words correctly in daily journaling.
Level 4 Expanding	Separate multi-syllabic words given by the teacher into syllables (e.g., interesting – in / ter / est / ing).
Level 5 Bridging	Spell correctly words that change their spelling when a suffix is added (e.g., consonant doubling, changing <i>y</i> to <i>i</i> , dropping silent <i>e</i>).